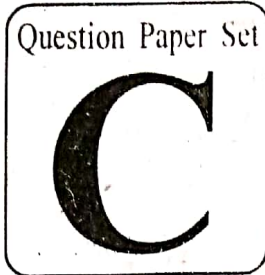


DAY — **01** SEAT NUMBER

--	--	--	--	--	--



2019	II	21	1100	J-1/C	(E)
ENGLISH - (01)					
Time : 3 Hrs.		(16 Pages)		Max. Marks : 80	

SECTION - I

(Reading Skill, Grammar, Vocabulary, Note-making and Summary)

Q. 1. (A) Read the first activity, read the extract and then do all the activities : **[15]**

A1. True / False — **(2)**

Correct the following statements if they are false :

- (i) Gandhiji stunned everybody by cleaning up the roads at the congress session.
- (ii) Talent is lauded to the extent of killing it.
- (iii) Other boys of John Stuart Mill's age had, in fact, grossly underestimated their capabilities.
- (iv) Parkinson without enunciating one of his famous laws, has tried to read the pattern of the sequence of somebody nobody, in the case of great empires worldwide.

In more recent times Gandhiji, perhaps, is one who assiduously brushed aside adulation to remain a free 'nobody'. At the Congress session when he, the star of the session, stunned everybody by cleaning up the latrines, his act was calculated to purge Congress workers of their false

sense of status, and so to return the movement to its down-to-earth roots. The point of guarding against becoming a self-defeating somebody applies to the upbringing of children as well. Doting parents often stunt the natural growth of their children through excessive adulation. Commonplace acts and utterances of the child are praised and quoted beyond reason. Talent that otherwise might have flowered under proper training, is lauded to the extent of killing it.

John Stuart Mill's education and training began very early. At an age when many kids can barely lisp a few words, he had learnt enough Greek and Latin to read the classics in the original. Before he was five he had read more than what many scholars normally read in their career. Did this make the child John feel heady? No! Because, he tells us, his father (who was also his tutor) always made him believe that there was nothing extraordinary about his achievement: that he was doing only what anybody is capable of doing. Mill was made to believe that other boys of his age had, in fact, grossly underestimated their capabilities and were wasting their early years striving for too little.

The sequence of somebody-nobody holds true, in a way, in respect of institutions and nations as well. C Northcote Parkinson, enunciating one of his famous laws, has tried to read this pattern in the case of great empires worldwide. He connects the raising of imposing palaces to the beginning of the empire's decline.

A2. Complete the statement —

(2)

John Stuart Mill's father helped his son (how) :

(i) _____

(ii) _____

A3. Elaborate : (2)

“The raising of imposing palaces is the beginning of the empire’s decline”

Elaborate meaning of this statement.

A4. Vocabulary : (2)

Find out four similar meaning words for ‘admiration’ from the extract.

A5. Personal response : (2)

Express your views on development of children to lead them towards success.

A6. Grammar — (2)

Rewrite the following sentences in the ways instructed :

(i) He had learnt enough Greek and Latin to read the classics in the original.

(Rewrite using ‘as well as’.)

(ii) Doting parents often stunt the natural growth of their children through excessive adulation.

(Rewrite the sentence changing it into passive voice.)

(B) Grammar — (3)

Do as directed :

(1) When earthquake strikes, world trembles.

(Insert appropriate articles wherever necessary and rewrite it.)

(2) I spent my holiday _____ some friends _____ a wooden house.

(Fill in the blanks with appropriate prepositions.)

(3) Radha said to the teacher, “I feel very happy to help my mother at home.”

(Change it into indirect speech.)

Q. 2. (A) Read the first activity, read the extract and then do all the activities : [15]
(12)

A1. Read the following statements. Find out the correct statements and write them down : (2)

- (i) Both India and Maharashtra can progress if they have different interests.
- (ii) Hard work is the only way to build the future of India and Maharashtra.
- (iii) The sacrifice of the best and grand in Maharashtra will be made for the state of Maharashtra.
- (iv) In times of great calamity the Sahyadri will protect the Himalayas, like a shield.

On this historic moment, I stand here to thank Pandit Jawaharlal Nehru. India's present epoch maker has come over here to bless the state of Maharashtra which is definitely going to last forever. On behalf of thousands of common people, I express my deep sense of gratitude to him for blessing us. We Maharashtrians love him, worship him. And once again, I wish to declare that this state of Maharashtra, recently formed, will work for the betterment of the common people of Maharashtra, but if it comes to sacrifice, whatever best and grand we have, it will be done primarily for India. This is so, because, we believe from the beginning, that Maharashtra depends on India; its greatness depends on the greatness of India. All Maharashtrians believe that both India and Maharashtra can progress only when there is oneness of interest. And, therefore, I have made this clear by bringing to your notice the significance of certain symbols, for example, the Himalayas stand for India and, the Sahyadri, for Maharashtra. The snowy Himalayas with the highest mountain ranges symbolise India and the Sahyadri with the

blackest rock structure and with 200-300 inches rainfall symbolise Maharashtra. I promise you that if the Himalayas are in jeopardy, the Sahyadri of Maharashtra will use its black rock structure like a shield to protect the Himalayas.

‘Hard labour’ is the watchword of our times. And, Panditji, you have given us the message of building Maharashtra and our nation by hard labour. We are going to inscribe this valuable message on our minds and try our best to look at your blessings and your guidance, as the blessings and guidance of an epoch maker.

A2. Complete the following statements : (2)

- (i) The interest of Maharashtra and that of India should be one for the progress of Maharashtra state, because.....
- (ii) Maharashtra depends on India, because.....

A3. Complete the table : (2)

The name of the mountain	Stands for	The reason
The Himalayas		
The Sahyadri		

A4. Vocabulary — (2)

Give antonyms of the following words by adding prefixes :

- (i) gratitude
- (ii) clear
- (iii) believe
- (iv) significance

A5. Personal response : (2)

Give your suggestions that will help the people to make Maharashtra prosperous.

A6. Grammar —

(2)

Rewrite the following sentences in the ways instructed :

- (i) India and Maharashtra can progress only when there is oneness of interest.

(Rewrite it using 'unless'.)

- (ii) This state of Maharashtra will work for the betterment of the common people of Maharashtra.

(Rewrite it using modal auxiliary showing 'obligation'.)

(B) Note-making :

Read the following extract and complete the note given below :

(3)

The small village of Somnathpur contains an extraordinary temple, built around 1268 A.D. by the Hoyasalas of Karnataka — one of the most prolific temple builders. Belur and Helebid are among their better-known works. While these suffered during the invasion of the 14th century, the Somnathpur temple stands more or less intact in near-original condition. The small temple captivates with the beauty and vitality of its detailed sculpture, covering almost every inch of the walls, pillars and even ceilings. It has three Shikhars and stands on a star-shaped raised platform with 24 edges. The outer walls have a profusion of detailed carvings: the entire surface run over by carved plaques of stone. There were vertical panels covered by exquisite figures of God and Goddesses, with many incarnations being depicted. There were nymphs too, some carrying an ear of maize, a symbol of plenty and prosperity. The elaborate ornamentation, very characteristic of Hoyasala sculptures was a remarkable feature. On closer look — and

it is worth it—the series of friezes on the outer walls revealed intricately carved caparisoned elephants, charging horsemen, stylized flowers and warriors.

Somnathpur Temple

- (1) Location : _____
- (2) Year : 1268 A.D.
- (3) Built by : _____
- (4) Captivated with : _____
- (5) Structural features :
 - (i) Three Shikhars
 - (ii) Star-shaped platform with 24 edges
 - (iii) Outer wall carvings, _____ charging horsemen, _____ and warriors.
 - (iv) Nymphs-symbol of _____

Q. 3. (A) Read the first activity, read the extract and then do all the activities : [15]

A1. Table —

Complete the table with the information from the passage : (2)

Insects	Similarity	Difference
Bumble bee – Beefly		
Wasp – Hoverfly		

Have you ever wondered why soldiers are always clad in green? This is to enable them to camouflaging themselves during wartime. Hiding in the jungles, their green attire blend into the surrounding trees and shrubs, making it difficult for the enemies to spot them.

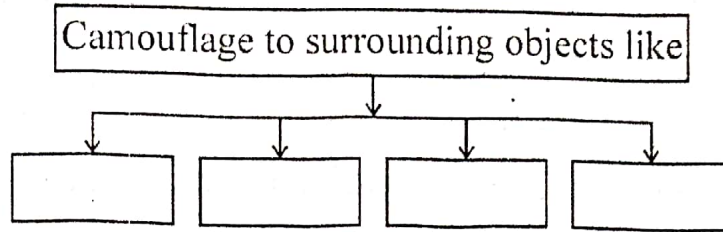
Long before man made use of camouflaging, insects have already adopted the tactic of disguise to escape from the clutches of their predators. By having body colour close to those of the rocks and dried leaves, they can escape from being pursued by the predators.

Butterflies and moths have developed a variety of camouflage strategies since they are quite defenceless and their predators are abundant. Possessing wings which resemble dried leaves help certain butterflies and moths to hide among heaps of dried leaves when predators are around.

Fortunately, not all insects choose the art of disguise to escape from their predators; otherwise, the world would be so dull and colourless. There are insects which assimilate the bright body colours of bees and wasps to escape from being pursued by their predators. Long ago, birds have already learnt to avoid brilliantly coloured wasps and bees in fear of their painful stings. Hence, over millions of years, many harmless insects have assimilated the bees and wasps by imitating their bright body colours and shapes. In this way, they appear dangerous and hence ward them off.

The bee fly not only appears like the bumblebee in terms of body colour, even its hums sound similar too. The only difference is that the bee fly does not have a sting and is hence harmless. The hoverfly is another insect which imitates the body colours of the wasps. Their bodies are striped yellow and black. The only deviations are that hoverflies do not have stings, and they have only one pair of wings each while wasps have two pairs each. These variations are hardly noticed by the predators and hence help them to escape.

A2. Complete the tree diagram : (2)



A3. Find out : (2)

‘Nature has given self-protection mechanism to insects.’

Find out at least two examples from the passage to prove this statement.

A4. Vocabulary — (2)

Find the words from the passage for :

- (i) animal or bird that hunts other for food
- (ii) to get free from danger
- (iii) to prevent something from harming
- (iv) to make a copy

A5. Personal response : (2)

‘Soldiers disguise themselves to prevent enemies to spot them’.

Give two more examples when the disguising technique is used by humans.

A6. Grammar — (2)

Rewrite the following sentences in the ways instructed :

- (i) They have only one pair of wings.
(Make it negative without changing the meaning.)
- (ii) Insects have already adopted the tactic of disguise to escape from the clutches of their predators.
(Replace infinitive with gerund and rewrite.)

(B) Summary :

Summarise the above extract with the help of the points given and suggest a suitable title. (3)

Camouflage of soldiers and insects — reason and ways for disguising — assimilation of insects — need of imitation.

SECTION - II

(Poetry)

Q. 4. Read the following extract and then do all the activities that follow : [8]

I ran into a stranger as he passed by
“Oh, excuse me please” was my reply.
He said, “Please excuse me too; wasn’t even watching for you.”

We were very polite, this stranger and I.
We went on our way and we said good-bye.

But at home a different story is told.
How we treat our loved ones, young and old.
Later that day, cooking the evening meal,
My daughter stood beside me very still.
When I turned, I nearly knocked her down.
“Move out of the way,” I said with a frown.
She walked away, her little heart broken.
I didn’t realize how harshly I’d spoken.

While I lay awake in bed,
God’s still small voice came to me and said,
“While dealing with a stranger, common courtesy you use,
But the children you love, you seem to abuse.”

A1. Order — (2)

The incidents narrated in the extract are arranged in a jumbled manner here. Rearrange them in a proper order as they occur in the extract :

- (i) The poet and the stranger went on their way saying good-bye.
- (ii) Seeking excuse politely from the stranger, she went her way.
- (iii) The poet ran into a stranger on the road.
- (iv) The poet yelled at her daughter.

A2. Poetic device : (2)

Make a list of rhyming pairs from the second stanza and note down the rhyme scheme of the same stanza.

A3. Personal Response : (2)

Understanding and politeness are the essentials of our everyday life. Explain your views in brief.

A4. Creativity — (2)

Frame two poetic lines on the following situation using a rhyming pattern with the help of clues given :

“While introducing great personalities, we praise them highly and talk about their qualities, but while speaking about our friends we may not follow the same trend.”

While introducing great personalities, — a
 ----- — a
 But while speaking about our friends, — b
 ----- — b

SECTION - III

(Rapid Reading and Composition)

Q. 5. (A) Read the extract and do the activities that follow : (4) [8]

The Duke senior and his followers were sitting down to a meal one day when Orlando rushed out from among the trees, his sword in his hand. ‘Stop, and eat no more!’ he cried. The Duke and his friends asked him what he wanted. ‘Food,’ said Orlando. ‘I am almost dying of hunger’.

They asked him to sit down and eat, but he would not do so. He told them that his old servant was in the woods, dying of hunger. 'I will not eat a bite until he has been fed,' Orlando said.

So the good Duke and his followers helped him to bring Adam to their hiding-place, and Orlando and the old man were fed and taken care of. When the Duke learned that Orlando was a son of his old friend Sir Rowland de Boys, he welcomed him gladly to his forest court.

Orlando lived happily with the Duke and his friends, but he had not forgotten the lovely Rosalind. She was always in his thoughts and every day he wrote poetry about her, pinning it on the trees in the forest. 'These trees shall be my books,' he said, 'so that everyone who looks in the forest will be able to read how sweet and good Rosalind is'.

Rosalind and Celia found some of these poems pinned on the trees. At first they were puzzled, wondering who could have written them; but one day Celia came in from a walk with the news that she had seen Orlando sleeping under a tree, and she and Rosalind guessed that he must be the poet. Rosalind was happy to think that Orlando had not forgotten her, because she loved him as much as he loved her.

A1. Complete —

(2)

Complete the following sentences :

- (i) Rosalind was happy to think _____.
- (ii) The Duke and his followers helped Orlando to bring _____.
- (iii) Orlando pinned the poems written about Rosalind on _____.

(iv) When the Duke came to know that Orlando was a son of his old friend, he _____.

A2. Write a gist : (2)

Write a gist of the above given extract in about 50 words.

(B) Read the extract and do the activities that follow : (4)

“And that skeleton,” I asked. “What about the skeleton in the cupboard? Did you know about it?”

“Yes, I knew about it. But I have no idea whose skeleton it was. You see, back in the twenties, when Green took over this hotel, he had one of his sudden enthusiasms and was convinced this town needed a medical school or college, and he set about preparing the ground for one. He was ready to finance the project, or part of it. And of course medical students need a skeleton. So he acquired one from the Lady Hardinge Medical College in New Delhi. It was a medical school skeleton you found. And if you’d looked closely you’d have noticed that it was varnished.”

“Why was it varnished?” I asked.

“To help preserve it, of course. It was also articulated.”

“Articulated?”

“That means the joints were connected up, so that the whole thing wouldn’t fall apart. Want to be a doctor, young man?”

“No,” I said. “A detective.”

“Well, you didn’t solve this case”.

“I wasn’t here. And now we’ll never be able to identify the skeleton.”

“Some poor woman of the streets, no doubt. Unclaimed, unwanted. But in the end you gave her a decent burial – even if she wasn’t a Christian. Padre Dutt is a bit embarrassed, but I’ve told him I don’t mind my name on the tombstone. I’ll be returning to Africa shortly, and when I die I shall have another tombstone there. Not everyone is lucky enough to have two tombstones!”

B1. True / False — (2)

State whether the following statements are true or false :

- (i) The narrator wanted to be a doctor.
- (ii) Mrs. Green counted herself lucky to have two tombstones.
- (iii) The skeleton was varnished to preserve it for a longer time.
- (iv) Mrs. Green was embarrassed to see her name on the tombstone.

B2. Provide a different ending : (2)

Provide a different ending to the above given extract in about 50 words.

SECTION - IV

(Written Communication)

Q. 6. (A) Letter Writing — [12]

Write any ONE of the following letters : (4)

- (1) Write a letter to The Chief Officer, Road Transport Authorities, drawing his attention to the problem of frequent traffic jams in your locality suggesting some solutions for the problem.

OR

- (2) Your college is 20 km away from your village. You go to the college by S.T. bus, but the bus timings are not convenient for you and other students. Write a letter of complaint to the Depot Manager of your town /city. Suggest some solutions for the problem.

(B) Write on any ONE of the following items : (4)

(1) Leaflet—

Prepare a short Tourist Leaflet on any hill station you like, with the help of the following points :

- How to go there
- Where to stay
- Places worth visiting
- Shopping attractions
- Add your own points

OR

(2) Report writing—

Your college celebrated the 'World Environment Day'. You are the Class Representative. Write a report on the celebration of the 'World Environment Day' with the help of the following points :

- (i) Inauguration of the function
- (ii) Address by the Chief Guest
- (iii) Various activities carried out
- (iv) Exhibition arranged
- (v) Vote of thanks

(C) Write on any ONE of the following items : (4)

(1) Counter-view—

Read the following View Section and develop a Counter-View Section in about 120 words :

View Section

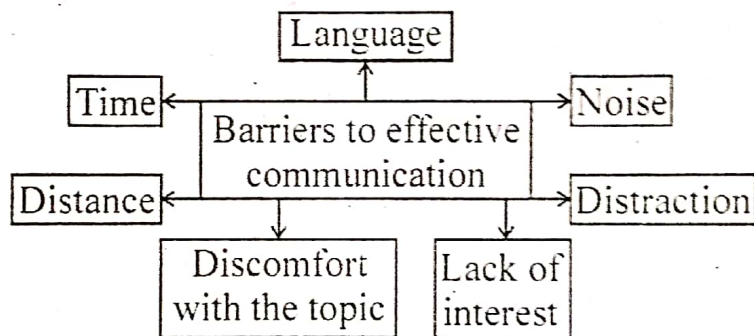
Law should enforce children to look after their old parents

- Law must step in where values deteriorate
- Grey population has doubled in the last 25 years
- Protection for the elderly persons is a serious concern for the welfare state
- The experience of the old people can be fruitful to the younger generation

OR

(2) Information Transfer —

Look at the following web chart and write a short paragraph based on it in about 120 words. Suggest a suitable title :



Q. 7. (A) Interview Questions :

[7]

Imagine that you are going to interview a Sarpanch of a village, who has been selected for 'Adarsh Gaon Award.' Frame a set of 8 to 10 questions to interview him/her. (4)

(B) Speech Drafting :

Your college has organised an elocution competition. One of the topics therein is 'Importance of Health'.

Prepare a speech on it in about 100 words with the help of the following points :

- Importance of exercise
- Importance of yoga
- Importance of diet

(3)